



FAIR-OAK ELEMENTARY

1964 Oakway Road
Westminster, South

Grades	PK-3 Elementary School	
Enrollment	433 Students	
Principal	Carolyn Harris	864-886-4505
Superintendent	Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Average	Below Average
2009	Average	At-Risk
2008	Average	Below Average
2007	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

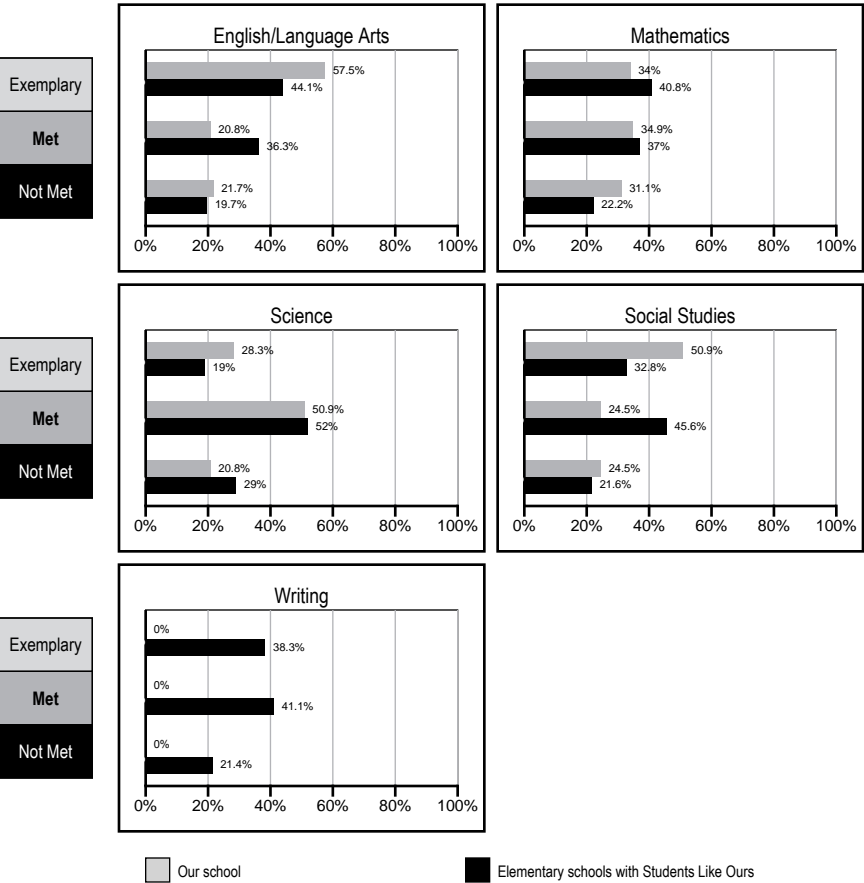
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ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	44	41	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=433)				
First graders who attended full-day kindergarten	100.0%	Up from 99.0%	100.0%	100.0%
Retention rate	2.0%	Up from 1.7%	1.1%	1.1%
Attendance rate	95.7%	Up from 95.6%	96.1%	96.2%
Served by gifted and talented program	13.7%	Up from 11.2%	15.8%	13.4%
With disabilities other than speech	2.6%	Down from 9.8%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	46.7%	Down from 50.0%	60.7%	62.5%
Continuing contract teachers	90.0%	Down from 93.8%	90.0%	88.2%
Teachers returning from previous year	91.4%	Up from 81.9%	88.5%	87.8%
Teacher attendance rate	89.4%	Down from 97.1%	95.2%	95.2%
Average teacher salary*	\$45,845	Down 1.5%	\$46,510	\$46,773
Professional development days/teacher	18.3 days	Up from 12.3 days	10.3 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 20.1 to 1	20.5 to 1	19.9 to 1
Prime instructional time	83.4%	Down from 92.3%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,086	Down 4.9%	\$6,864	\$7,447
Percent of expenditures for instruction**	66.6%	Up from 66.4%	68.8%	68.4%
Percent of expenditures for teacher salaries**	64.7%	Down from 64.8%	66.0%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Fair-Oak's Positive Behavior Intervention Support theme; RACE: R-respect, A-achieve, C-cooperate, E-eager to learn, created a collaborative spirit for excellence. Students, families the community and staff have built a learning community based on high academics and positive relationships with others. As a 436 pre-k to third grade school, we emphasized best practices in early childhood development, with a concerted effort for reading on grade level by the end of third grade. Providing opportunities in all areas of growth and development gave students the skills to excel. Providing food for students to eat on weekends illustrated our mission to meet students' needs. We were fortunate to have the facilities for a kitchen lab for the four-year-olds, After School Care classes, a motor and a science lab, a clothes closet for needy families and three literacy rooms packed with sets of guided reading books. Our PTO focused on increasing students' accessibility to technology by purchasing Netbooks, small laptops designed for student use.

Highly effective differentiated reading and math instruction, infused with technology such as Smartboards, Netbooks, document and Small Wonder cameras, and I-Pads provided numerous interactive learning experiences. The early morning Successmaker computer lab opened daily at 7:20 for students to practice math and reading skills and continued during the day to four additional sessions per week for all students. The third year of the motor lab targeted students and provided a data driven Response to Intervention. In addition, the daily early morning walking club on the newly paved walking track offered students and families the opportunity to energize before school. These extra activities stimulated students' academic progress.

Teacher staff development held during seven early release Wednesdays built a clearer understanding of Responses to Intervention and common summative assessment techniques. Combining a solid balanced reading program with a focused Everyday Mathematics program, students received the skills to accelerate beyond expectations. This was evident by the 2011 spring Measuring Academic Progress tests. Fair-Oak's mean RIT score exceeded national and district mean RIT scores in every subject and in every grade. In addition, our students surpassed their target goals in every subject and within every grade. Students scored higher than ever in every subject and in every grade. Receiving the 2010 PBIS Banner Award and 2010 Safe Kids Award highlighted Fair-Oak's accomplishments of excellence in all areas. Developing children's growth physically and emotionally enhances cognitive achievement. These are clear indicators that Fair-Oak Elementary School is a winner.

Carolyn Harris, Principal
Stephen Evatt, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	101	54
Percent satisfied with learning environment	95.8%	94.1%	90.6%
Percent satisfied with social and physical environment	95.8%	94.1%	90.6%
Percent satisfied with school-home relations	100.0%	92.1%	88.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	117	100	20.7	19.8	59.5	86.5	83	82.4	Yes	Yes
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Gender

Male	65	100	20.6	25.4	54	87.3	78.7	78.7	N/A	N/A
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Female	52	100	20.8	12.5	66.7	85.4	87.5	86.2	N/A	N/A
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Racial/Ethnic Group

White	113	100	21.3	19.4	59.3	86.1	85.1	88.9	Yes	Yes
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African American	2	I/S	I/S	I/S	I/S	I/S	72.9	72.9	I/S	I/S
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Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	87.2	93	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	75.3	79.3	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	83	I/S	I/S
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Disability Status

Disabled	25	100	58.3	16.7	25	58.3	53.2	48.1	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.5	78.3	I/S	I/S
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Socio-Economic Status

Subsidized meals	65	100	30	20	50	80	76.9	75.4	Yes	Yes
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Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	117	100	29.7	34.2	36	81.1	83.7	81.9	Yes	Yes
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Gender

Male	65	100	28.6	33.3	38.1	84.1	81.4	79.9	N/A	N/A
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Female	52	100	31.3	35.4	33.3	77.1	86.2	84.1	N/A	N/A
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Racial/Ethnic Group

White	113	100	29.6	35.2	35.2	80.6	85.9	88.9	Yes	Yes
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African American	2	I/S	I/S	I/S	I/S	I/S	69.8	71.4	I/S	I/S
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Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	84.6	94.6	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	84.4	I/S	I/S
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Disability Status

Disabled	25	100	62.5	25	12.5	54.2	53.2	47.3	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	82.8	81.4	I/S	I/S
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Socio-Economic Status

Subsidized meals	65	100	35	38.3	26.7	81.7	77.4	74.9	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	61	98.4	19.6	48.2	32.1	80.4	69.2	68.6
Gender								
Male	30	100	17.9	53.6	28.6	82.1	68	68.3
Female	31	96.8	21.4	42.9	35.7	78.6	70.5	68.9
Racial/Ethnic Group								
White	58	98.3	18.5	48.1	33.3	81.5	74.3	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	44.2	51.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	68	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	52	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	12	100	27.3	45.5	27.3	72.7	39.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	46.9	60.7
Socio-Economic Status								
Subsidized meals	39	100	20	54.3	25.7	80	59.1	57.3

Social Studies

All Students	58	100	23.2	23.2	53.6	76.8	70.1	72.5
Gender								
Male	36	100	22.9	22.9	54.3	77.1	70.3	72
Female	22	100	23.8	23.8	52.4	76.2	69.9	73.1
Racial/Ethnic Group								
White	57	100	23.6	23.6	52.7	76.4	72.8	81
African American	N/A	N/AV	I/S	I/S	I/S	I/S	57.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	73.5
Disability Status								
Disabled	14	100	61.5	23.1	15.4	38.5	40.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62	69.7
Socio-Economic Status								
Subsidized meals	28	100	30.8	26.9	42.3	69.2	60.5	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	71.3	73.2	95.7	96.3
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	64	67.2	95.7	96.3
Female	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	79.4	95.6	96.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	81.5	95.6	96.1
African American	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	61.3	97.4	97.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	87.5	87	95.3	98.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	57.8	66.7	95.7	96.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	95.8	96.6
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	23.6	26	94.5	95.3
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.3
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.8	65.7	96.2	97.1
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	60.5	63.2	95.1	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	114	98.3	22.7	16.4	60.9	77.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	116	100	20.9	20	59.1	79.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2010	3	114	99.1	40.9	28.2	30.9	59.1
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	116	100	30	34.5	35.5	70
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2010	3	58	98.3	29.1	40	30.9	70.9
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	61	98.4	19.6	48.2	32.1	80.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	56	100	23.6	43.6	32.7	76.4
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	57	100	23.6	23.6	52.7	76.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	112	96.4	34	40.6	25.5	66
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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